

PROFILE SHEET **First Grade**

Publisher: Harcourt

Text/Instructional Material Title: Science, 2002

Science Standard	Rating		
	Adequate	Limited	No Evidence
1.1	✓		
1.2	✓		
1.3	✓		
1.4	✓		
1.5	✓		
1.6	✓		
1.7	✓		
1.8	✓		
Additional Criteria			
1-AC.1	✓		
1-AC.2	✓		
1-AC.3	✓		
1-AC.4	✓		
1-AC.5	✓		

The Virginia Department of Education recommends to the Board of Education:

YES ✓

NO

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Science Standard	Rating Scale Please indicate the rating for each by placing a check mark (✓) in the appropriate cell.		
	Adequate	Limited	No Evidence
1.1 The student will conduct investigations in which			
a) differences in physical properties are observed using the senses;	✓		
b) simple tools are used to enhance observations;	✓		
c) objects or events are classified and arranged according to attributes or properties;	✓		
d) observations and data are communicated orally and with simple graphs, pictures, written statements, and numbers;	✓		
e) length, mass, and volume are measured using standard and nonstandard units;	✓		
f) predictions are based on patterns of observation rather than random guesses;	✓		
g) simple experiments are conducted to answer questions; and	✓		
h) inferences are made and conclusions are drawn about familiar objects and events.	✓		
Overall Rating for Standard	✓		

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Science Standard	Rating Scale Please indicate the rating for each by placing a check mark (✓) in the appropriate cell.		
	Adequate	Limited	No Evidence
1.2 The student will investigate and understand that moving objects exhibit different kinds of motion. Key concepts include			
a) objects may have straight, circular, and back-and-forth motions;	✓		
b) objects may vibrate and produce sound;	✓		
c) pushes or pulls can change the movement of an object; and	✓		
d) the motion of objects may be observed in toys and in playground activities.	✓		
Overall Rating for Standard	✓		

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	Adequate	Limited	No Evidence
1.3 The student will investigate and understand how different common materials interact with water. Key concepts include			
a) some liquids will separate when mixed with water, others will not;	✓		
b) some common solids will dissolve in water, others will not; and	✓		
c) some substances will dissolve more readily in hot water than in cold water.	✓		
Overall Rating for Standard	✓		

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	Adequate	Limited	No Evidence
1.4 The student will investigate and understand that plants have life needs and functional parts and can be classified according to certain characteristics. Key concepts include			
a) needs (food, air, water, light, and a place to grow);	✓		
b) parts (seeds, roots, stems, leaves, blossoms, fruits); and	✓		
c) characteristics (edible/nonedible, flowering/nonflowering, evergreen/deciduous).	✓		
Overall Rating for Standard	✓		

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Science Standard	Rating Scale Please indicate the rating for each by placing a check mark (✓) in the appropriate cell.		
	Adequate	Limited	No Evidence
1.5 The student will investigate and understand that animals, including people, have life needs and specific physical characteristics and can be classified according to certain characteristics. Key concepts include			
a) life needs (air, food, water, and a suitable place to live);	✓		
b) physical characteristics (body coverings, body shape, appendages, and methods of movement); and	✓		
c) other characteristics (wild/tame, water homes/land homes).	✓		
Overall Rating for Standard	✓		

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	Adequate	Limited	No Evidence
1.6 The student will investigate and understand the basic relationships between the sun and the Earth. Key concepts include			
a) the sun is the source of heat and light that warms the land, air, and water; and	✓		
b) night and day are caused by the rotation of the Earth.	✓		
Overall Rating for Standard	✓		

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	Adequate	Limited	No Evidence
1.7 The student will investigate and understand the relationship of seasonal change and weather to the activities and life processes of plants and animals. Key concepts include how temperature, light, and precipitation bring about changes in			
a) plants (growth, budding, falling leaves, and wilting);	✓		
b) animals (behaviors, hibernation, migration, body covering, and habitat); and	✓		
c) people (dress, recreation, and work).		✓	
Overall Rating for Standard	✓		

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Science Standard	Rating Scale Please indicate the rating for each by placing a check mark (✓) in the appropriate cell.		
	Adequate	Limited	No Evidence
1.8 The student will investigate and understand that natural resources are limited. Key concepts include			
a) identification of natural resources (plants and animals, water, air, land, minerals, forests, and soil);	✓		
b) factors that affect air and water quality; and	✓		
c) recycling, reusing, and reducing consumption of natural resources.	✓		
Overall Rating for Standard	✓		

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Additional Criteria	Rating Scale Please indicate the rating for each by placing a check mark (✓) in the appropriate cell.		
	Adequate	Limited	No Evidence
1. Safe use of materials and equipment is encouraged.	✓		
Overall Rating for Additional Criteria 1	✓		
2. Materials emphasize the use of effective instructional practices and learning theories. <ul style="list-style-type: none"> • Students are guided through different approaches such as the learning cycle. • Students are provided the opportunity to conduct scientific inquiry appropriate for their age, grade, and maturity. • Concepts are introduced through concrete experiences. • Students are required to use manipulative materials during investigations and activities. • Multiple opportunities are provided for students to apply concepts. • Learning activities offer opportunities for students to revise their prior knowledge and create new knowledge. • Students are encouraged to pose questions and to identify problems, as well as propose multiple solutions and design and conduct tests of inference. • Students collect and interpret data through a variety of technologies and draw conclusions based on that data. 	✓		
Overall Rating for Additional Criteria 2	✓		

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Additional Criteria	Rating Scale Please indicate the rating for each by placing a check mark (✓) in the appropriate cell.		
	Adequate	Limited	No Evidence
3. Materials present content in an accurate, unbiased manner, and are based on sound science. <ul style="list-style-type: none"> • Materials do not contain content errors (omissions of current content, out-of-date content, overgeneralizations, etc.).* • Materials do not contain production errors (misspelled words, word omissions, incorrect answers).* • Diverse groups (racial, ethnic, cultural, linguistic), males and females, people with disabilities, and people of all ages are represented appropriately. • The materials are free of non-scientific explanation. 	✓		
Overall Rating for Additional Criteria	✓		

*Please note that the Department of Education does not certify that all inaccuracies and/or grammatical errors have been detected in this instructional item and reported in this correlation profile.

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	Adequate	Limited	No Evidence
4. Materials promote student assessment as an integral part of the instructional process. <ul style="list-style-type: none"> • Assessment suggestions and scoring criteria for student performances on work such as lab practicals or tasks, concept maps, research projects, observation checklists, etc., are provided. • Assessment items include multiple-choice, short answer, essay and open-ended questions with charts, graphs, and diagrams imbedded within the items. • Options include techniques for assessing students' prior knowledge. • Assessment items reflect the rigor and the intent of the standards. For example, they require students to use higher order thinking skills to apply, analyze, synthesize, evaluate, and make judgments or recommendations. 	✓		
Overall Rating for Additional Criteria 4	✓		

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	Adequate	Limited	No Evidence
5. Materials are presented in an organized, logical manner and are appropriate for the age, grade, and maturity of the students. <ul style="list-style-type: none"> • Materials are organized appropriately within and among units of study. • Format design includes titles, subheadings, and appropriate cross-referencing for ease of use. • Writing style, length of sentences, and vocabulary are appropriate. • Graphics and illustrations are appropriate. • Level of abstraction is appropriate, and real life examples, including careers are provided. • Sufficient applications are provided to promote depth of understanding. 	✓		
Overall Rating for Additional Criteria 2	✓		